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ABSTRACT

As part of a longitudinal study of undergraduate transfer students at the University of Texas at Austin, students were surveyed in December 1973 and April 1975 for data on: demography, selected characteristics of the student's high school and previous college, and experience at U.T. Austin. Presented here are analyses of attitudinal data obtained from these surveys and of achievement data obtained from university records. Of the four major variables included in the study (GPA at last college, expected GPA at U.T. Austin as reported near the end of the first semester, directness of entry, and classification) GPA at the last college and expected GPA were most closely correlated with student attitudes, and may be predictors of later academic success. Type of previous college was more closely correlated with success than size of previous college. The findings point to a need for careful counseling and advising of some transfer student groups. The Transfer Student Questionnaire is appended. (MSE)

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Carole K. Holahan and H. Paul Kelley

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PERFORMANCE AND ATTITUDES OF UNIVERSITY TRANSFER
STUDENTS AS A FUNCTION OF DEMOGRAPHIC
AND INSTITUTIONAL VARIABLES

Carole K. Holahan and H. Paul Kelley

In the fall semester of 1973, the Measurement and Evaluation Center, The University of Texas at Austin, began a longitudinal study of undergraduate transfer students entering The University that semester. As a part of the study, a questionnaire was constructed and mailed to the transfer students in December of that year. The questionnaire requested three kinds of information: demographic, selected characteristics of each student's high school and previous college, and his or her experience at U.T. Austin.¹ In April, 1975, a follow-up questionnaire was mailed to the respondents to the first questionnaire. This second questionnaire requested information about the students' U.T. Austin experiences. Copies of both questionnaires are attached at the end of this report.

The purpose of this report is to present analyses of attitudinal data obtained from these questionnaires and of achievement data obtained from University records. Both attitudes and GPAs have been analyzed with respect to variables that relate to characteristics of the transfer students themselves and of the colleges in which they were previously enrolled.

The student variables that entered the analyses were GPAs at last college, expected GPAs at U.T. Austin, directness of entry to U.T. Austin after leaving the transfer institution, and classification upon entrance to U.T. Austin. The characteristics of the previous colleges that were considered were size of college last attended, type of college last attended, and whether the last college attended was an in-state or out-of-state institution.

¹A report of the results of this questionnaire is contained in the Measurement and Evaluation Center's Special Report SR-74-5.

A large number of attitude variables was contained in the questionnaires. In order to reduce the number of variables, a factor analysis was carried out on the attitude variables contained in the first questionnaire. The first part of this report will present results of the factor analysis. The second part will present the results of the analysis of the fall 1973 composite attitude scores and GPAs with respect to student and transfer institution variables. The third part will present the same analyses performed on the spring 1975 questionnaire composite attitude scores and GPAs. The last part of the report will contain a brief summary and conclusions with respect to the major findings.

FACTOR ANALYSIS OF FALL 1973 QUESTIONNAIRE

A large part of the questionnaire (36 items) was concerned with the attitudes, preparation, and concerns of students transferring to U.T. Austin. Since it is unlikely that these 36 items were independent of each other, a factor analysis was performed in order to reduce the number of variables to a smaller set.

Method

The transfer student questionnaire was mailed to all (approximately 5,000) transfer students entering U.T. Austin in the 1973 fall semester. Of these, 1,365 were returned to the Measurement and Evaluation Center. Four hundred sixty-five (34%) of the questionnaires contained answers to all 36 questions of interest; it is these 465 cases on which the factor analysis was based.

The factor analysis was performed by means of the SPSS principal components factor analysis program without iteration. Ones were used for the estimates of communality. All factors with eigenvalues greater than 1.0 were rotated, using the normalized varimax procedure.

The factor analysis was performed on Items 33 to 68 of the transfer questionnaire. All items were coded on a scale from 1 to 5. The scale

dimensions vary, however, according to the nature of the question. For Items 48 to 56, 1 indicates the positive end of the dimension ("Not a problem"), while 5 represents the negative end of the dimension ("A very important concern"). For all other items, 1 represents the unfavorable end of a dimension and 5, the favorable end.

Item 33 asks about the effectiveness at U.T. Austin of the study techniques that the student had used at his previous college; it is scaled "Very Ineffective" to "Very Effective." Items 34 to 40 ask how difficult it is for students to cope with various aspects of their studies at U.T. Austin as compared with their previous college; they are scaled from "Much more difficult at U.T. Austin" to "Much easier at U.T. Austin." Items 41 to 47 request information about the student's preparation in various subject areas; they are scaled from "Very Unprepared" to "Well Prepared." Items 48 to 56 are concerned with problems experienced by students attending U.T. Austin; they are scaled from "Not a problem" to "A very important concern." Items 57 to 63 ask the student to evaluate various aspects of U.T. Austin; they are scaled from "Very poor" to "Excellent." Item 64 asks how fair the student feels his grade-point average at U.T. Austin is as a reflection of his work; it is scaled from "Very Unfair" to "Very Fair." Items 65 and 66 ask the student to compare himself to other transfer students and to students who entered U.T. Austin as freshmen; they are scaled from "Not as prepared" to "Better prepared." Items 67 and 68 ask how sure the student is of his choice of major and his choice of U.T. Austin; they are scaled from "Very unsure" to "Very sure."

Results

The factor analysis resulted in the extraction of 11 factors with eigenvalues greater than 1.0. These factors were then rotated to simple structure by use of the normalized varimax procedure. Table 1 contains a listing of the 11 factors, all of which have loadings with absolute values greater than .40 on each factor.

Factor I (Ease of Coping with Academic Demands) refers to the ease of coping with the academic demands at U.T. Austin as compared with the student's previous college. High loadings are found for items referring to the depth of comprehension expected, quantity of reading assignments, written reports and term papers, examinations, and independence and responsibility expected.

Factor II (Social Life) has high positive loadings for items referring to the quality of friendships and social life and to extracurricular activities; it has high negative loadings for social isolation and difficulty in adjusting to the size of U.T. Austin and life in the Austin community.

Factor III (Institutional Support) has high loadings for items evaluating personal counseling, academic advising, faculty attitudes toward requests for conferences, and faculty attitudes toward questions.

Factor IV (Certainty of Career Choice) is a factor measuring the degree of certainty of choice with regard to career and major.

Factor V (Preparation in Mathematics-Science) measures the students' evaluation of their preparation in mathematics, the natural sciences, and the technologies.

Factor VI (Academic Competence) contains high loadings for items relating to the effectiveness of study techniques used at the previous college, the comparison of their performance to that of other transfer students, and a comparison with students who entered U.T. Austin as freshmen. A high negative loading is found for the item referring to low grades as a concern.

Factor VII is labeled Academic Atmosphere; it is based in large part on items that refer to various aspects of The University as an academic institution. High negative loadings are found on items expressing concern at low academic stimulation and inadequate assistance from faculty and staff.

Items referring to the quality of instruction and fairness of the student's U.T. Austin GPA as a reflection of his or her academic work are also included in this factor. In addition, a positive loading on certainty that U.T. Austin is the right place for the student is found on Factor VII.

Factor VIII is based in the students' evaluations of their preparation in English and Social Science.

Factor IX (Lack of Personal Problems) is based upon three items of personal concern--marital and engagement problems, employment and financial problems, and the excessive amount of time absorbed by social activities and other interests.

Factor X (Preparation in Fine Arts-Languages) is based on high loadings for items in the students' evaluation of their preparation in the Fine Arts and Languages.

Factor XI (Ease of Coping with Self-assertion Demands) includes high loadings for two items comparing U.T. Austin with the student's previous college; these items measure the student's ability independently to structure his or her life at U.T. Austin--self-assertion and interaction with instructor and/or other students, and time scheduling, organization, and concentration.

Composite factor scores for each attitude factor were computed by adding the scale values reported by the student for the items with high loadings for each factor. They were computed only when a student had marked all items composing a particular factor. The composite factor scores were computed so that a higher score indicated the positive end of a dimension--e.g., ease of coping, excellence, degree of preparation, lack of concern. Since some items of a factor were posed with the highest score indicating the most negative attitude, the scores on those items were reversed on the scale before adding them to the composite score. The items for which this was done are indicated in Table 1.

Table 1
Factor Loadings on Eleven Factors Extracted from Fall 1973
U.T. Austin Transfer Questionnaire

Item Number	Factor Loading	Item Label	Scale
Factor I (Ease of Coping with Academic Demands)			
34	.69	Quantity of reading assignments	Ease at U.T.
35	.71	Depth of comprehension expected from reading assignments	Ease at U.T.
36	.55	Independence and responsibility expected in pacing and completion of study assignments	Ease at U.T.
38	.61	Examinations	Ease at U.T.
39	.62	Written reports and term papers	Ease at U.T.
Factor II (Social Life)			
51 ^a	-.57	Difficulty in adjusting to the size of U.T. Austin and life in the Austin community	Concern
52 ^a	-.78	Social isolation--unsatisfactory social life, loneliness, etc.	Concern
61	.80	Quality of your friendships and social life at U.T. Austin	Excellence
62	.60	Extracurricular activities at U.T. Austin	Excellence
Factor III (Institutional Support)			
58	.59	Academic advising at U.T. Austin	Excellence
60	.69	Faculty attitudes toward requests for conferences at U.T. Austin	Excellence
63	.75	Personal counseling at U.T. Austin	Excellence
59	.63	Faculty attitudes toward questions asked by students at U.T. Austin	Excellence
Factor IV (Certainty of Career Choice)			
53 ^a	-.80	Career uncertainty	Concern
67	.82	How sure are you of your choice of major?	Sureness
Factor V (Preparation in Mathematics-Science)			
42	.76	Mathematics	Preparation
44	.67	Natural Sciences	Preparation
47	.71	Technologies	Preparation

Note.--The item numbers listed above refer to the first questionnaire.

^aThese items are reversed on the scale in the computation of the composite score for this factor.

Table 1 (continued)

Item Number	Factor Loading	Item Label	Scale
Factor VI (Academic Competence)			
33	.69	How effective are the study techniques which you used at your previous college?	Effectiveness
48 ^a	-.56	Low grades, lack of concentration, "freezing up" on examinations, etc.	Concern
65	.66	How do you feel that you compare with other transfer students attending U.T. Austin?	Preparation
66	.64	How do you feel that you compare with students who entered U.T. Austin as freshmen?	Preparation
Factor VII (Academic Atmosphere)			
49 ^a	-.73	Low academic stimulation--boring subject matter, dull classes, etc.	Concern
50 ^a	-.56	Inadequate assistance and impersonal treatment from university staff and faculty	Concern
57	.64	The quality of instruction at U.T. Austin	Excellence
64	.56	How fair is your grade point at U.T. Austin as a reflection of your work?	Fairness
68	.41	How sure are you that U.T. Austin is the place for you?	Sureness
Factor VIII (Preparation in English-Social Science)			
41	.71	English	Preparation
43	.65	Social Science	Preparation
Factor IX (Lack of Personal Problems)			
54 ^a	.73	Marital-engagement problems	Concern
55 ^a	.69	Employment-financial problems	Concern
56 ^a	.42	Social activities and other interests taking too much time	Concern
Factor X (Preparation in Fine Arts-Languages)			
45	.65	Fine Arts	Preparation
46	.73	Languages	Preparation
Factor XI (Ease of Coping with Self-assertion Demands)			
37	.62	Self-assertion and interaction with instructor and/or other students	Ease at U.T.
40	.60	Time scheduling, organization, and concentration	Ease at U.T.

Note.--The item numbers listed above refer to the first questionnaire.

^aThese items are reversed on the scale in the computation of the composite score for this factor.

The factor structure used in analysis of the attitude data on the spring 1975 questionnaire was the same as that on the fall 1973 questionnaire, although the wording of some of the questions had been slightly altered. The first questionnaire asked the transfer students to rate the difficulty of various aspects of their studies at U.T. Austin as compared with that of those same aspects at their previous colleges, while the second questionnaire asked them simply to rate their difficulty in coping with their studies at U.T. Austin. In addition, the first questionnaire asked how well prepared the transfer students were for various subjects, while the second questionnaire asked how difficult the subjects were at U.T. Austin.

ANALYSIS OF FALL 1973 COMPOSITE ATTITUDE SCORES AND GPAS BY STUDENT AND TRANSFER INSTITUTION VARIABLES

A copy of the transfer student questionnaire was mailed in December, 1973, to all fall 1973 entering undergraduate transfer students. Approximately 5,000 questionnaires were mailed, and 1,365 questionnaires (approximately 27%) were returned. Because of insufficient data for three of the respondents, the results for only 1,362 questionnaires will be reported here.

This part of the report presents the results of analyses of variance of the composite attitude scores from the first questionnaire and of cumulative and coursework-only GPAs earned for the fall 1973 semester. (Cumulative GPAs include grades earned through credit by examination in addition to regular coursework.) Both the composite attitude scores and the GPAs were analyzed in relation to selected student and transfer institution variables. The data for these analyses were obtained from responses to the fall 1973 questionnaire and from University records.

Student Characteristics

GPAs at Last College Attended

The results of the analysis of variance of fall 1973 composite attitude scores and GPAs by GPAs at last college attended (see Table 2)

Table 2

Analysis of Variance of Fall 1973
and GPAs Categorized by GPA at

Factors	Below 2.50 GPAs			2.50-2.99 GPAs		
	Mean	S.D.	N	Mean	S.D.	N
Ease of Coping with Academic Demands	12.45	3.40	141	12.32	3.23	354
Social Life	14.08	4.09	146	14.35	3.70	374
Institutional Support	13.38	3.27	136	12.44	3.13	346
Certainty of Career Choice	7.49	2.60	149	7.24	2.54	369
Preparation in Math-Science	8.95	2.69	94	8.76	2.65	241
Academic Competence	12.71	3.34	135	12.65	3.39	341
Academic Atmosphere	17.74	4.02	137	16.64	3.98	353
Preparation in English-Social Science	7.18	1.82	98	7.51	1.80	261
Lack of Personal Problems	11.67	2.25	146	11.63	2.62	375
Preparation in Fine Arts-Languages	5.79	2.44	105	5.55	2.09	258
Ease of Coping with Self-Assertion Demands	5.15	1.87	149	4.63	1.55	370
Fall '73 Cumulative GPAs	2.43	.75	144	2.50	.73	363
Fall '73 Coursework GPAs	2.35	.77	144	2.46	.73	362

* $p < .05$

** $p < .01$

*** $p < .001$

Composite Attitude Scores
Last College Attended

3.00-3.49 GPAs			3.50-4.00 GPAs			F	p level
Mean	S.D.	N	Mean	S.D.	N		
12.48	3.54	448	12.63	3.28	301	.47	.7057
14.35	3.74	468	14.31	3.59	302	.23	.8790
12.74	3.25	416	12.42	3.00	276	3.45	.0161*
7.50	2.44	474	7.36	2.51	305	.84	.4743
9.32	2.79	295	9.57	2.94	191	3.58	.0135*
13.51	3.48	435	14.60	3.35	279	19.06	.0000***
17.26	3.93	447	17.60	4.10	286	4.14	.0063**
7.65	1.82	335	8.18	1.66	240	9.77	.0000***
11.80	2.60	476	12.09	2.35	306	2.13	.0953
5.91	2.09	318	6.32	2.34	214	4.91	.0022**
4.56	1.63	473	4.69	1.63	311	5.09	.0017**
2.87	.64	464	3.31	.58	302	99.36	.0000***
2.82	.66	463	3.30	.58	302	106.49	.0000***

indicated that students entering with higher GPAs perceived themselves as better prepared in mathematics and sciences, English and social sciences, and fine arts and languages. In addition, they also perceived themselves as more academically competent than other students. They earned higher cumulative and coursework-only GPAs.

However, rather surprisingly, students entering with lower GPAs perceived more institutional support and more ease with self-assertion demands than did those with higher GPAs. The academic atmosphere of U.T. Austin was rated the lowest by the group entering with GPAs between 2.50 and 2.99.

GPAs Expected at U.T. Austin

It is interesting to note that when composite attitude scores and GPAs were analyzed in relation to GPAs expected at U.T. Austin, as reported by students before the end of their first semester of attendance (December, 1973), rather than GPAs attained at last college, even more variables emerged as significant (see Table 3). Students expecting lower GPAs felt that they were less well-prepared than other students in mathematics and sciences, English and social sciences, and fine arts and languages. They saw themselves as less academically competent, less able to cope with academic demands, and less able to meet self-assertion demands. Their cumulative and coursework-only GPAs for the fall of 1973 were lower than those of other students.

Students who expected lower GPAs perceived U.T. Austin as less supportive than other students; they also rated the academic atmosphere lower. They were also less sure of their career choices. Transfer students with the highest GPA expectations reported the least concern with personal problems.

Directness of Entry

The next analysis investigated the question of whether the transfer students entered U.T. Austin directly from their previous college, or whether

Table 3

Analysis of Variance of Fall 1973 Composite Attitude Scores
and GPAs Categorized by GPA Expected at UT Austin

Factors	Below 2.50 GPAs			2.50-2.99 GPAs			3.00-3.49 GPAs			3.50-4.00 GPAs			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	10.95	3.12	131	11.73	3.18	326	12.73	3.16	602	14.20	3.71	199	35.03	.0000***
Social Life	13.67	3.99	141	14.09	3.83	326	14.40	3.63	623	14.68	3.63	202	2.57	.0533
Institutional Support	11.95	3.05	130	12.50	3.25	307	12.91	3.06	561	12.55	3.41	179	3.71	.0113*
Certainty of Career Choice	6.69	2.59	142	7.39	2.57	332	7.41	2.47	622	7.71	2.31	204	4.89	.0022**
Preparation in Math-Science	7.88	2.41	86	8.84	2.51	211	9.17	2.78	393	10.38	2.85	144	17.32	.0000***
Academic Competence	9.92	2.99	132	12.25	3.08	310	13.90	2.99	582	16.65	2.56	178	154.43	.0000***
Academic Atmosphere	14.83	3.80	133	16.48	3.89	313	17.59	3.84	588	18.78	3.87	190	32.98	.0000***
Preparation in English-Social Science	6.86	1.98	99	7.49	1.80	239	7.73	1.70	458	8.49	1.60	148	18.94	.0000***
Lack of Personal Problems	11.50	2.57	140	11.45	2.69	332	11.95	2.45	627	12.11	2.35	208	4.53	.0037**
Preparation in Fine Arts-Languages	5.19	2.27	90	5.37	2.05	222	5.97	2.16	431	6.81	2.22	162	17.48	.0000***
Ease of Coping with Self-Assertion Demands	4.00	1.61	144	4.55	1.59	337	4.77	1.60	629	5.13	1.73	208	15.14	.0000***
Fall '73 Cumulative GPAs	2.05	.67	136	2.41	.62	326	2.98	.60	612	3.56	.43	201	247.53	.0000***
Fall '73 Coursework GPAs	1.96	.67	135	2.38	.62	326	2.94	.61	611	3.55	.44	201	262.87	.0000***

* p < .05

** p < .01

***p < .001

they delayed before enrolling at U.T. Austin (see Table 4). The significant variables emerging in this analysis for the fall 1973 data showed that transfer students with a delayed entrance to U.T. Austin were more positive about their own capabilities and more positive about U.T. Austin; they also earned higher grades. Specifically, students who had delayed entrance to U.T. Austin after leaving their previous colleges perceived themselves as more able to cope with the academic and self-assertion demands of U.T. Austin than the transfer students who came to The University directly. They also were more positive concerning the academic atmosphere of U.T. Austin. In addition, they achieved both higher cumulative and coursework-only GPAs for the fall of 1973.

Classification upon Entry

Not surprisingly, those transfer students who entered U.T. Austin as seniors felt better able to cope with the academic and self-assertion demands of The University toward the end of their first semester here (see Table 5) than did less advanced students. They were also the most positive about the academic atmosphere of U.T. Austin. Seniors in fine arts and languages also felt the best prepared. Freshmen saw The University as most supportive. When fall 1973 cumulative and coursework-only GPAs were examined, seniors achieved the highest GPAs; they were followed by freshmen, with sophomores and juniors attaining lower and almost identical GPAs.

Characteristics of Previous College

Size of Previous College

Analyses of variance were performed on fall 1973 composite attitude scores and GPAs by use of size of previous college as a classification variable. Students were categorized as to whether they came from colleges of less than 5,000, greater than 5,000 and less than or equal to 10,000, and more than 10,000 (see Table 6).

Table 4

Analysis of Variance of Fall 1973 Composite Attitude Scores
and GPAs Categorized by Directness of Entry

Factors	Direct Entry			Delayed Entry			F	p level
	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	12.32	3.38	1031	13.41	3.28	227	19.67	.0000***
Social Life	14.31	3.74	1076	14.26	3.66	227	.04	.8375
Institutional Support	12.55	3.13	972	13.01	3.41	214	3.66	.0560
Certainty of Career Choice	7.37	2.48	1076	7.47	2.58	235	.35	.5551
Preparation in Math-Science	9.17	2.72	675	9.28	2.93	159	.20	.6536
Academic Competence	13.39	3.47	990	13.66	3.56	211	1.05	.3053
Academic Atmosphere	17.00	3.94	1019	18.12	4.14	215	14.01	.0002***
Preparation in English-Social Science	7.68	1.81	771	7.84	1.77	174	1.13	.2873
Lack of Personal Problems	11.80	2.53	1081	11.88	2.40	236	.20	.6582
Preparation in Fine Arts-Languages	5.84	2.22	730	6.11	2.24	177	2.00	.1574
Ease of Coping With Self-Assertion Demands	4.63	1.64	1083	4.96	1.69	233	7.68	.0057**
Fall '73 Cumulative GPAs	2.78	.74	1062	3.02	.68	222	19.35	.0000***
Fall '73 Coursework GPAs	2.75	.75	1061	2.97	.73	221	16.68	.0000***

* p < .05

** p < .01

***p < .001

Table 5

Analysis of Variance of Fall 1973 Composite Attitude Scores
and GPAs Categorized by Classification Upon Entry

Factor	Freshman			Sophomore			Junior			Senior			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	12.76	3.61	386	12.34	3.22	560	12.35	3.11	228	13.62	3.77	45	2.98	.0305*
Social Life	14.48	3.75	400	14.43	3.78	584	13.77	3.49	234	14.20	4.07	45	2.14	.0930
Institutional Support	13.05	3.25	361	12.32	3.11	535	12.76	3.17	212	12.85	3.48	41	3.91	.0087**
Certainty of Career Choice	7.36	2.51	405	7.35	2.51	582	7.54	2.49	239	7.87	2.36	47	.94	.4213
Preparation in Math-Science	9.39	2.80	261	9.01	2.67	373	8.97	2.91	146	9.29	3.34	34	1.18	.3179
Academic Competence	13.58	3.47	368	13.44	3.41	544	13.07	3.52	212	14.40	3.52	43	2.13	.0942
Academic Atmosphere	17.61	3.92	387	16.80	4.12	546	17.26	3.70	217	18.20	4.50	44	4.09	.0068**
Preparation in English-Social Science	7.76	1.87	284	7.64	1.76	428	7.78	1.73	175	8.03	1.77	34	.79	.5012
Lack of Personal Problems	11.71	2.58	403	11.88	2.43	589	11.87	2.57	239	11.55	2.59	47	.57	.6380
Preparation in Fine Arts-Languages	6.06	2.15	283	5.70	2.18	397	5.95	2.33	163	6.67	2.60	39	3.20	.0226*
Ease of Coping with Self-Assertion Demands	4.74	1.72	403	4.65	1.62	588	4.61	1.55	239	5.41	1.48	49	3.57	.0137*
Fall '73 Cumulative GPAs	2.90	.68	406	2.78	.72	601	2.72	.86	242	3.22	.69	48	8.35	.0000***
Fall '73 Coursework GPAs	2.86	.69	406	2.74	.74	600	2.70	.87	241	3.22	.69	48	8.50	.0000***

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 6

Analysis of Variance of Fall 1973 Composite Attitude Scores
and GPAs Categorized by Size of Previous College

Factors	Under 5,000			5,001-10,000			Over 10,000			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	12.57	3.75	561	12.54	3.41	244	12.50	2.87	449	.04	.9573
Social Life	14.27	3.67	585	14.23	3.91	256	14.32	3.69	454	.05	.9514
Institutional Support	12.56	3.20	523	12.47	3.13	237	12.80	3.12	418	1.04	.3525
Certainty of Career Choice	7.45	2.48	590	7.40	2.43	254	7.25	2.57	458	.83	.4374
Preparation in Math-Science	9.03	2.82	375	9.22	2.81	158	9.28	2.72	301	.70	.4988
Academic Competence	13.19	3.67	547	13.30	3.27	237	13.85	3.30	418	4.49	.0114*
Academic Atmosphere	17.13	3.85	556	16.95	4.24	243	17.42	4.06	427	1.22	.2952
Preparation in English-Social Science	7.73	1.88	418	7.62	1.82	183	7.75	1.68	342	.32	.7260
Lack of Personal Problems	11.89	2.47	590	11.89	2.39	254	11.67	2.61	465	1.12	.3258
Preparation in Fine Arts-Languages	5.89	2.27	409	6.04	2.25	179	5.83	2.14	315	.52	.5938
Ease of Coping with Self-Assertion Demands	4.43	1.67	592	4.85	1.59	253	4.95	1.59	470	14.90	.0000***
Fall '73 Cumulative GPAs	2.76	.78	580	2.88	.77	245	2.89	.66	450	4.46	.0118*
Fall '73 Coursework GPAs	2.72	.79	578	2.82	.81	245	2.86	.68	450	4.71	.0092**

* $p < .05$

** $p < .01$

*** $p < .001$

The significant variables from these analyses included academic competence, coping with self-assertion demands, and GPAs. The results indicated that transfer students from the largest colleges felt that they were both more competent academically and better able to cope with the self-assertion demands of The University. Not surprisingly, they also achieved higher GPAs. Their GPAs were almost identical, however, to those earned by the students coming from colleges of between 5,000 and 10,000 students.

Type of Previous College

In order to investigate attitudes and performance of transfer students from different types of colleges, analyses of variance were performed on the fall 1973 data by classifying transfer students on the basis of whether they came from public junior colleges, four-year public colleges, or four-year private colleges (see Table 7). The category of private junior colleges was not used because of the low number of transfer students coming from such schools.

An examination of the results shows that, of the three groups, transfer students from four-year private colleges felt the most able to cope with the academic demands of U.T. Austin and that they believed themselves to be the most competent academically and the best prepared in fine arts and languages. Transfer students from four-year public colleges felt themselves to be the most able to cope with the self-assertion demands of The University, while those from public junior colleges felt themselves to be the least able to cope with those demands. When cumulative and coursework-only GPAs were examined for the fall of 1973, it was found that transfer students from public junior colleges earned the lowest GPAs, while the GPAs for four-year public and four-year private institutions were almost identical for both coursework-only and cumulative GPAs.

Transfer students from four-year private colleges viewed The University as least supportive; they also rated the academic atmosphere the lowest.

Table 7

Analysis of Variance of Fall 1973 Composite Attitude Scores
and GPAs Categorized by Type of Previous College

Factors	Public junior colleges			4 yr. public colleges			4 yr. private colleges			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	11.45	2.85	451	12.48	2.95	514	14.53	4.17	249	74.21	.0000***
Social Life	14.38	3.62	473	14.36	3.63	525	14.04	4.05	257	.82	.4389
Institutional Support	12.63	3.31	438	12.88	3.01	481	11.96	3.13	224	6.57	.0015**
Certainty of Career Choice	7.46	2.51	477	7.37	2.49	528	7.38	2.44	260	.18	.8389
Preparation in Math-Science	8.97	2.63	289	9.31	2.75	339	9.25	2.89	183	1.32	.2689
Academic Competence	12.67	3.37	438	13.70	3.39	485	14.37	3.48	238	21.52	.0000***
Academic Atmosphere	17.09	3.76	445	17.57	4.02	504	16.67	4.27	241	4.52	.0112*
Preparation in English-Social Science	7.69	1.83	338	7.65	1.75	395	7.85	1.82	187	.79	.4535
Lack of Personal Problems	11.69	2.59	477	11.84	2.53	535	12.05	2.28	262	1.73	.1783
Preparation in Fine Arts-Languages	5.49	2.15	309	5.84	2.22	371	6.57	2.15	202	15.17	.0000***
Ease of Coping with Self-Assertion Demands	4.36	1.53	475	5.00	1.57	536	4.66	1.89	261	19.20	.0000***
Fall '73 Cumulative GPAs	2.64	.77	476	2.93	.69	513	2.97	.70	253	25.67	.0000***
Fall '73 Coursework GPAs	2.60	.77	475	2.90	.72	512	2.94	.71	253	26.99	.0000***

* $p < .05$ ** $p < .01$ *** $p < .001$

Previous College In-state or Out-of-State

When the fall 1973 entering transfer students were classified as to whether they came from in-state or out-of-state, it was found that out-of-state transfer students generally perceived themselves more positively and achieved better at the end of their first semester here (see Table 8) than did the in-state transfer students. Out-of-state transfer students rated themselves as more able to cope with the academic demands of The University, more academically competent, better prepared in English, social sciences, fine arts, and languages, and more able to cope with the self-assertion demands of U.T. Austin. They earned both higher cumulative and coursework-only GPAs. Out-of-state transfer students also reported less concern with personal problems.

ANALYSIS OF SPRING 1975 COMPOSITE ATTITUDE SCORES AND GPAS BY STUDENT AND TRANSFER INSTITUTION VARIABLES

In April, 1975, a follow-up questionnaire was mailed to the 1,365 transfer students who had replied to the fall 1973 questionnaire. Of the 1,365 mailed, 490 (36%) were returned.

This part of the report presents the results of analyses of variance of the composite attitude scores from the second questionnaire and of cumulative and coursework-only GPAs attained through the spring 1975 semester for those replying to the second questionnaire.¹ Both the composite attitude scores and GPAs were analyzed in relation to the same student and transfer institution variables used in the analyses of the first questionnaire.

Student Characteristics

GPA at Last College Attended

When analyses of variance were performed on spring 1975 composite attitude scores and GPAs with GPAs at last college as the classification

¹ Cumulative GPAs include grades earned through credit by examination in addition to regular coursework.

Table 8

Analysis of Variance of Fall 1973 Composite Attitude Scores and GPAs Categorized
by Whether Previous College was In-State or Out-of-State

Factors	In-State			Out-of-State			F	p level
	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	12.05	3.12	1013	14.36	3.70	250	102.34	.0000***
Social Life	14.35	3.68	1058	14.05	3.90	251	1.32	.2514
Institutional Support	12.69	3.19	965	12.42	3.12	226	1.23	.2681
Certainty of Career Choice	7.37	2.51	1056	7.45	2.44	262	.22	.6420
Preparation in Math-Science	9.10	2.72	659	9.33	2.93	178	.95	.3309
Academic Competence	13.21	3.39	973	14.38	3.65	234	21.97	.0000***
Academic Atmosphere	17.24	3.94	997	17.02	4.21	244	.61	.4367
Preparation in English-Social Science	7.64	1.82	769	7.98	1.69	181	5.32	.0213*
Lack of Personal Problems	11.72	2.51	1068	12.14	2.50	257	5.77	.0165*
Preparation in Fine Arts-Languages	5.70	2.21	715	6.58	2.09	194	24.40	.0000***
Ease of Coping with Self-Assertion Demands	4.64	1.59	1063	4.88	1.84	261	4.51	.0339*
Fall '73 Cumulative GPAs	2.78	.75	1041	3.00	.70	252	16.67	.0000***
Fall '73 Coursework GPAs	2.74	.76	1040	2.97	.71	251	18.18	.0000***

* p < .05

** p < .01

***p < .001

variable, the students who had higher GPAs at their previous colleges not surprisingly also performed better at U.T. Austin, and they had more positive attitudes (see Table 9). Specifically, they rated their own academic competence higher; they judged mathematics and science to be easier, and they achieved higher GPAs. They also rated the academic atmosphere at U.T. Austin higher than did transfer students with lower GPAs at their previous colleges.

GPAs Expected at U.T. Austin

When spring 1975 attitude scores and GPAs were analyzed in relation to GPAs expected at U.T. Austin as reported on the 1973 fall questionnaire, several more variables were significant (see Table 10). Those transfer students with the highest expectations also revealed the most positive attitudes and achieved the best performances.

Transfer students who had expected the highest GPAs felt better able to cope with the academic demands of U.T. Austin as well as more academically competent. They felt that English and social sciences as well as mathematics and the sciences were easier than did other transfer students. They also achieved higher cumulative and coursework-only GPAs. In addition, they reported a more favorable appraisal of the academic atmosphere at U.T. Austin. Transfer students who had reported the highest expected GPAs on the fall 1973 questionnaire also reported the most satisfactory social life on the spring 1975 questionnaire.

Directness of Entry

Those transfer students who did not come to U.T. Austin directly from their previous college felt more able to cope with academic demands and also more able to handle the self-assertion demands of U.T. Austin (see Table 11). They also found fine arts and languages easier than did the students who had gone to U.T. Austin directly. Their more positive attitudes were in agreement with the higher GPAs, both cumulative and coursework-only, that they attained.

Table 9

Analysis of Variance of Spring 1975
and GPAs Categorized by GPA at

Factors	Below 2.50 GPAs			2.50-2.99 GPAs		
	Mean	S.D.	N	Mean	S.D.	N
Ease of Coping with Academic Demands	13.32	3.18	56	13.51	3.02	107
Social Life	14.87	4.02	55	15.74	3.28	103
Institutional Support	12.52	3.57	52	12.33	3.12	89
Certainty of Career Choice	7.95	2.37	58	7.35	2.27	110
Lack of Difficulty in Math-Science	6.74	2.22	23	7.76	2.02	41
Academic Competence	12.41	3.62	54	13.15	3.37	104
Academic Atmosphere	16.62	3.56	55	16.66	4.08	100
Lack of Difficulty in English-Social Science	6.08	1.44	36	6.20	1.48	60
Lack of Personal Problems	11.88	2.28	56	11.72	2.51	108
Lack of Difficulty in Fine Arts-Languages	5.62	1.86	21	5.53	1.42	45
Ease of Coping with Self-Assertion Demands	5.55	1.75	56	5.72	1.55	107
Spring '75 Cumulative GPA	2.55	.48	58	2.74	.55	109
Spring '75 Coursework GPA	2.50	.53	58	2.73	.57	109

* $p < .05$

** $p < .01$

*** $p < .001$

75 Composite Attitude Scores
Last College Attended

3.00-3.49 GPAs			3.50-4.00 GPAs			F	p level
Mean	S.D.	N	Mean	S.D.	N		
13.64	2.96	168	14.27	3.25	126	1.83	.1407
14.83	3.52	171	15.19	3.58	123	1.52	.2085
11.88	3.35	145	12.23	3.24	99	.65	.5808
7.56	2.20	178	7.62	2.30	127	.92	.4295
8.07	1.63	67	8.57	1.50	42	5.49	.0013**
13.49	3.23	166	15.82	2.82	123	21.36	.0000***
17.41	3.76	165	18.25	3.49	121	4.17	.0063**
5.89	1.46	101	6.19	1.25	74	.89	.4463
11.30	2.74	172	12.03	2.39	126	2.22	.0851
5.90	1.64	67	5.75	1.44	48	.52	.6663
5.63	1.61	174	5.91	1.73	125	.92	.4300
3.00	.50	179	3.46	.37	129	66.37	.0000***
2.97	.54	179	3.45	.37	129	64.10	.0000***

Table 10

Analysis of Variance of Spring 1975 Composite Attitude Scores
and GPAs Categorized by GPA Expected at U.T. Austin

Factors	Below 2.50 GPAs			2.50-2.99 GPAs			3.00-3.49 GPAs			3.50-4.00 GPAs			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	12.05	2.56	38	13.37	2.78	113	13.89	3.02	232	15.11	3.68	79	9.82	.0000***
Social Life	13.72	3.76	39	15.05	3.59	109	15.15	3.44	229	15.82	3.40	78	3.16	.0246*
Institutional Support	11.46	3.24	37	12.37	3.48	95	12.22	3.26	197	11.95	3.32	61	.77	.5115
Certainty of Career Choice	7.13	2.37	40	7.55	2.26	115	7.56	2.27	241	7.78	2.23	81	.74	.5282
Lack of Difficulty in Math-Science	7.42	1.61	19	7.21	2.02	39	8.22	1.80	92	8.81	1.62	27	5.44	.0013**
Academic Competence	10.62	3.26	39	13.16	3.08	110	14.14	3.11	227	16.44	2.84	77	34.87	.0000***
Academic Atmosphere	16.27	3.72	37	16.38	3.86	108	17.61	3.79	225	18.33	3.41	75	5.53	.0010**
Lack of Difficulty in English-Social Science	5.93	1.36	27	5.78	1.52	65	6.15	1.43	129	6.50	1.43	56	2.65	.0494*
Lack of Personal Problems	11.49	2.82	37	11.67	2.57	113	11.58	2.48	235	11.78	2.76	81	.16	.9214
Lack of Difficulty in Fine Arts-Languages	5.37	1.42	19	5.49	1.64	37	5.89	1.62	92	5.85	1.40	34	1.02	.3838
Ease of Coping with Self-Assertion Demands	5.25	1.77	40	5.57	1.46	110	5.83	1.65	238	5.90	1.73	78	2.05	.1056
Spring '75 Cumulative GPA	2.38	.46	40	2.70	.49	114	3.08	.49	243	3.58	.31	82	85.29	.0000***
Spring '75 Coursework GPA	2.30	.54	40	2.67	.51	114	3.06	.51	243	3.57	.32	82	84.27	.0000***

* p < .05

** p < .01

***p < .001

Table 11

Analysis of Variance of Spring 1975 Composite Attitude Scores
and GPAs Categorized by Directness of Entry

Factors	Direct Entry			Delayed Entry			F	p level
	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	13.57	3.05	381	14.92	3.33	84	12.86	.0004***
Social Life	15.17	3.55	380	15.09	3.43	78	.03	.8579
Institutional Support	12.10	3.29	320	12.36	3.31	70	.36	.5501
Certainty of Career Choice	7.54	2.23	396	7.79	2.37	85	.83	.3635
Lack of Difficulty in Math-Science	7.97	1.87	147	8.11	1.97	28	.12	.7304
Academic Competence	13.87	3.43	378	14.59	3.35	79	2.98	.0850
Academic Atmosphere	17.28	3.79	370	17.68	3.89	78	.71	.3987
Lack of Difficulty in English-Social Science	6.08	1.44	232	6.19	1.54	48	.21	.6481
Lack of Personal Problems	11.61	2.57	385	11.83	2.67	83	.49	.4856
Lack of Difficulty in Fine Arts-Languages	5.65	1.55	159	6.43	1.53	23	5.13	.0247*
Ease of Coping with Self-Assertion Demands	5.61	1.62	386	6.23	1.70	84	9.77	.0019**
Spring '75 Cumulative GPAs	2.99	.57	397	3.15	.56	86	5.44	.0201*
Spring '75 Coursework GPAs	2.97	.59	397	3.11	.62	86	4.04	.0449*

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Classification upon Entry

When the spring 1975 composite attitude scores and GPAs were analyzed in relation to classification upon entry, only one variable was significant (see Table 12). Those who had entered as seniors were more certain of career choice, while those who had entered as sophomores or juniors were least certain.

Characteristics of Previous College

Size of Previous College

The analyses of variance of the spring 1975 data by size of previous college produced no significant differences among the groups on any of the composite attitude or performance variables (see Table 13).

Type of Previous College

An analysis of variance of the spring 1975 composite attitude scores and GPAs by type of previous college produced five significant results (see Table 14). Students from four-year private colleges reported the most ease in coping with the academic demands at U.T. Austin; they rated their own academic competence the highest and also reported that they found fine arts and languages easier than did the other students. The transfer students from four-year private colleges also earned the highest GPAs, while transfer students from public junior colleges earned the lowest GPAs.

Previous College In-state or Out-of-State

Six variables emerged as significant when spring 1975 composite attitude scores and GPAs were analyzed in relation to whether students came from in- or out-of-state (see Table 15). Out-of-state students reported that they were most able to cope with academic and self-assertion demands; they rated themselves as more academically competent and found

Table 12

Analysis of Variance of Spring 1975 Composite Attitude Scores and
GPAs Categorized by Classification Upon Entry

Factors	Freshman			Sophomore			Junior			Senior			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	13.59	2.95	135	13.96	3.11	229	13.65	3.45	89	14.82	3.13	17	1.06	.3666
Social Life	15.22	3.62	136	15.14	3.59	227	15.13	3.33	82	14.88	3.22	17	.05	.9843
Institutional Support	12.02	3.34	116	11.99	3.28	189	12.67	3.44	75	12.57	2.53	14	.89	.4482
Certainty of Career Choice	7.83	2.33	143	7.41	2.18	236	7.37	2.37	89	8.83	1.47	18	3.19	.0235*
Lack of Difficulty in Math-Science	8.21	1.78	52	7.82	1.96	92	8.03	1.73	30	9.00	2.16	4	.90	.4406
Academic Competence	13.94	3.66	135	13.91	3.19	225	13.87	3.79	82	15.56	2.33	18	1.34	.2603
Academic Atmosphere	17.79	3.68	134	17.05	3.74	217	17.10	4.07	86	19.19	3.19	16	2.46	.0624
Lack of Difficulty in English-Social Science	6.13	1.50	91	6.08	1.41	132	6.07	1.48	54	6.67	1.21	6	.33	.8058
Lack of Personal Problems	11.74	2.53	140	11.60	2.59	230	11.69	2.61	85	11.33	2.50	18	.19	.9006
Lack of Difficulty in Fine Arts-Languages	5.78	1.46	50	5.63	1.56	99	5.91	1.70	33	7.00	1.00	3	.97	.4070
Ease of Coping with Self-Assertion Demands	5.66	1.82	137	5.69	1.62	232	5.79	1.46	87	6.17	1.34	18	.60	.6154
Spring '75 Cumulative GPA	3.04	.55	143	3.02	.56	238	2.92	.61	89	3.25	.58	19	1.97	.1175
Spring '75 Coursework GPA	3.00	.60	143	3.00	.59	238	2.91	.61	89	3.25	.58	19	1.79	.1482

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 13

Analysis of Variance of Spring 1975 Composite Attitude Scores
and GPAs Categorized by Size of Previous College

Factors	Under 5,000			5,000-10,000			Over 10,000			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	13.79	3.25	211	14.12	3.12	78	13.76	3.03	176	.38	.6827
Social Life	14.81	3.63	205	15.21	3.67	78	15.53	3.32	175	1.97	.1410
Institutional Support	12.17	3.43	178	12.23	3.30	64	12.07	3.22	148	.06	.9387
Certainty of Career Choice	7.46	2.22	214	8.05	2.38	81	7.52	2.24	186	2.14	.1185
Lack of Difficulty in Math-Science	7.94	1.87	86	7.68	1.91	22	8.19	1.89	67	.71	.4943
Academic Competence	13.84	3.83	201	13.99	3.13	78	14.20	2.93	176	.54	.5822
Academic Atmosphere	17.09	3.61	197	17.55	4.36	76	17.57	3.75	175	.86	.4237
Lack of Difficulty in English-Social Science	6.09	1.60	124	6.45	1.52	47	5.99	1.23	107	1.64	.1965
Lack of Personal Problems	11.43	2.68	211	12.00	2.43	77	11.73	2.49	180	1.57	.2091
Lack of Difficulty in Fine Arts-Languages	5.76	1.71	91	5.48	1.61	31	5.85	1.30	59	.56	.5749
Ease of Coping with Self-Assertion Demands	5.63	1.57	211	5.82	1.64	79	5.79	1.73	179	.62	.5385
Spring '75 Cumulative GPAs	2.99	.62	216	3.04	.52	81	3.05	.54	186	.68	.5069
Spring '75 Coursework GPAs	2.96	.64	216	3.01	.56	81	3.03	.56	186	.82	.4406

* $p < .05$

** $p < .01$

*** $p < .001$

Table 14

Analysis of Variance of Spring 1975 Composite Attitude Scores
and GPAs Categorized by Type of Previous College

Factors	Public junior			4 year public			4 year private			F	p level
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	13.16	2.82	174	14.01	3.21	192	14.72	3.39	92	8.12	.0003***
Social Life	14.98	3.66	171	15.32	3.39	193	14.84	3.49	88	.72	.4894
Institutional Support	12.13	3.45	147	12.23	3.15	166	12.16	3.30	73	.04	.9596
Certainty of Career Choice	7.48	2.37	180	7.55	2.19	201	7.75	2.13	93	.46	.6305
Lack of Difficulty in Math-Science	7.86	1.94	66	7.92	1.93	75	8.27	1.64	33	.56	.5744
Academic Competence	13.24	3.50	171	14.13	3.11	191	15.08	3.45	86	9.14	.0001***
Academic Atmosphere	17.16	3.56	165	17.76	3.88	190	16.94	3.86	87	1.87	.1561
Lack of Difficulty in English-Social Science	5.94	1.46	88	6.15	1.38	124	6.32	1.54	63	1.27	.2823
Lack of Personal Problems	11.58	2.58	177	11.70	2.48	195	11.74	2.71	91	.14	.8668
Lack of Difficulty in Fine Arts-Languages	5.53	1.71	70	5.61	1.39	74	6.37	1.48	38	4.10	.0182*
Ease of Coping with Self-Assertion Demands	5.55	1.61	175	5.85	1.73	196	5.77	1.47	92	1.58	.2066
Spring '75 Cumulative GPAs	2.91	.57	180	3.06	.53	201	3.12	.61	95	5.40	.0048**
Spring '75 Coursework GPAs	2.88	.60	180	3.05	.56	201	3.11	.62	95	5.92	.0029**

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 15

Analysis of Variance of Spring 1975 Composite Attitude Scores and GPAs Categorized
by Whether Previous College was In-State or Out-of-State

Factors	In-State			Out-of-State			F	p level
	Mean	S.D.	N	Mean	S.D.	N		
Ease of Coping with Academic Demands	13.57	3.09	372	14.78	3.14	98	11.79	.0006***
Social Life	15.24	3.56	368	14.77	3.41	94	1.36	.2436
Institutional Support	12.13	3.31	314	12.22	3.35	79	.04	.8394
Certainty of Career Choice	7.55	2.25	386	7.70	2.29	100	.33	.5660
Lack of Difficulty in Math-Science	7.91	1.94	138	8.30	1.59	40	1.38	.2415
Academic Competence	13.70	3.40	368	15.04	3.28	92	11.62	.0007***
Academic Atmosphere	17.31	3.79	359	17.64	3.78	94	.55	.4577
Lack of Difficulty in English-Social Science	6.03	1.43	224	6.38	1.50	60	2.88	.0905
Lack of Personal Problems	11.59	2.62	376	11.94	2.35	97	1.44	.2315
Lack of Difficulty in Fine Arts-Languages	5.58	1.59	147	6.37	1.24	38	8.09	.0050**
Ease of Coping With Self-Assertion Demands	5.62	1.67	376	6.07	1.50	98	5.87	.0158*
Spring '75 Cumulative GPAs	2.97	.57	387	3.18	.56	101	10.85	.0011**
Spring '75 Coursework GPAs	2.95	.60	387	3.17	.56	101	11.62	.0007***

* $p < .05$ ** $p < .01$ *** $p < .001$

fine arts and languages easier than did the in-state transfer students. In addition, out-of-state transfer students earned higher GPAs.

SUMMARY AND CONCLUSIONS

In the present study, both characteristics of the students themselves, as well as of the colleges from which they transferred, were shown to differentiate among ranges of student attitudes as well as academic performance.

Of the four student variables included in the study--(a) GPAs at last college, (b) GPAs expected at U.T. Austin, as reported near the end of the first semester of residence, (c) directness of entry, and (d) classification--GPAs at last college and expected GPAs were the most useful variables in differentiating among students. The fact that these two variables still produced significant results after students had been enrolled for two years points to their importance. The implications of these findings lie in two areas. First, GPAs at last college appear to be a good predictor of later success. Secondly, the number of attitudes found significant and the differences in attained GPAs for various levels of past performance and expectation point to the possible need for early intervention by University agencies with transfer students who are not performing well at the end of their first semester at The University.

With respect to characteristics of the colleges previously attended, size of college was not nearly as useful as type of college and whether the previous institution was an in-state or out-of-state institution. The fact that students from public junior colleges did not perform as well as other students may well mean that, although the public junior college system is providing an entrance to higher education for students who might not otherwise enroll, such students may not all be prepared to succeed academically at a large university like U.T. Austin. These findings point to the need for good counseling of students by junior colleges and for careful advising by U.T. Austin about the chances of success at The University for prospective junior college transfer students.

APPENDIX

THE UNIVERSITY OF TEXAS AT AUSTIN
MEASUREMENT AND EVALUATION CENTER
2616 Wichita Street

Centrex 471-3032

MEMORANDUM

TO: All new undergraduate transfer students

DATE: December 3, 1973

FROM: H. Paul Kelley

SUBJECT: Transfer Student Study

It's been several months since you arrived on campus and by now you have formed some reasonably clear impressions of UT Austin. The truth of the matter is that while many of us who work with students have impressionistic ideas of what UT Austin is like for some students, we really don't have any systematic picture of how the campus appears to new transfer students like yourself. If we had this information, we would be able to be more responsive to the needs of this increasingly important segment of our campus community.

This fall there were actually more new students transferring here from some other collegiate institution than freshmen coming directly from high school. Therefore, we are examining our services, programs, and structures to find out how they should be altered to better serve transfer students. To accomplish this we need your help.

Specifically, we are asking you to complete the enclosed questionnaire. We know that it appears long, and that you are busy, but we hope you will resist the temptation to lay it aside. Actually, it is easy to fill out. It should not take you longer than 15 minutes to complete, and your responses when combined with those from many other new transfer students, will give us a data base from which a top-level planning committee can formulate realistic and functional programs.

You may wonder why we ask for your name and social security number on the questionnaire. The reason is that much of the background information about you that we need, you have already given to the University. By getting your name and student number, we can locate that information and not have to ask you to give it again on this questionnaire.

All the information you give us will be kept confidential. Our reports will present only summaries of the responses we receive; individual responses will be kept anonymous. When the reports are ready, we will be happy to share the results with you.

It is important for us to see UT Austin through your eyes. Your responses will help us identify problem areas and to find ways to eliminate many of the hassles transfer students experience.

H. Paul Kelley

The University of Texas at Austin
TRANSFER STUDENT QUESTIONNAIRE

1. Name _____
2. Social Security Number _____ - _____ - _____
3. Father's education -- (mark highest level attained)
☐ 1. Grammer school (1-8 years)
☐ 2. High school (9-12 years)
☐ 3. College (1-4 years)
☐ 4. College (Bachelor's degree)
☐ 5. College (in addition to Bachelor's degree)
4. Mother's education --(mark highest level attained)
☐ 1. Grammer school (1-8 years)
☐ 2. High school (9-12 years)
☐ 3. College (1-4 years)
☐ 4. College (Bachelor's degree)
☐ 5. College (in addition to Bachelor's degree)
5. High School graduated from: _____
6. Year graduated from high school: 19____
7. Approximate rank in high school graduation class:
☐ 1. Top 10% Top Quarter of class
☐ 2. Next 15%
☐ 3. Second Quarter of class
☐ 4. Third Quarter of class
☐ 5. Bottom Quarter of class
8. Approximate size of high school graduation class
☐ 1. 50 or under
☐ 2. 51-100
☐ 3. 101-300
☐ 4. 301-500
☐ 5. over 500
9. Time between high school graduation and first enrollment in college
☐ 1. 0-1 months
☐ 2. 2-4 months
☐ 3. 5-8 months
☐ 4. 9-15 months
☐ 5. 16 months or more
10. Date first entered college
☐ 1. Fall Year
☐ 2. Spring 19____
☐ 3. Summer
11. When was your decision made to enter college?
☐ 1. Grade school
☐ 2. 9th grade
☐ 3. 10th grade
☐ 4. 11th grade
☐ 5. 12th grade
☐ 6. After high school graduation

12. What factor most influenced your decision to go to college?

- ☐ 1. Desired a higher paying business position through the college diploma.
- ☐ 2. Wanted to enter a professional field (i.e., teaching, medicine, law, engineering, etc.) which required higher education.
- ☐ 3. Were influenced to attend college because your friends were going to college.
- ☐ 4. Were strongly encouraged by parents and/or friends to attend college.
- ☐ 5. Were not sure of what you wanted to do after high school.
- ☐ 6. Other. Please specify: _____

13. Number of colleges or universities attended prior to UT Austin.

1 2 3 4(or more)

14. Number of semesters enrolled at all colleges and universities before attending UT Austin (not including summers).

1 or less 2 3 4 5 6 7 8 or more

15. Last college attended prior to UT Austin: _____

16. What factors most influenced your choice of the last college you attended prior to UT Austin (Mark as many as apply).

- ☐ Inexpensive
- ☐ Close to home
- ☐ Friends were to attend here
- ☐ General academic reputation
- ☐ Special strength in intended major field
- ☐ Good scholarship offer
- ☐ General impression of campus and students
- ☐ Religious affiliation
- ☐ Family attended
- ☐ Other. Please specify: _____

17. Describe your entrance to your last college prior to UT Austin (mark only one).

- ☐ 1. Entered previous college directly from high school.
- ☐ 2. Entered previous college by transfer from another college or university.
- ☐ 3. Delayed entrance primarily due to working.
- ☐ 4. Delayed entrance primarily due to marriage
- ☐ 5. Delayed entrance primarily due to military service
- ☐ 6. Delayed entrance primarily due to the following special reason not listed above: _____

18. What was your main type of housing while attending your last college prior to UT Austin?

- ☐ 1. University residence hall
- ☐ 2. Private residence hall
- ☐ 3. University apartment
- ☐ 4. Private apartment
- ☐ 5. University cooperative
- ☐ 6. Private cooperative
- ☐ 7. With parents
- ☐ 8. Fraternity/sorority house
- ☐ 9. Rooming house
- ☐ 10. Own or rented home
- ☐ 11. Mobile home
- ☐ 12. Other. Please specify: _____

19. Indicate the approximate number of students enrolled at the last college attended prior to UT Austin:

- ☐ 1. under 1000
- ☐ 2. 1001-5000
- ☐ 3. 5001-10,000
- ☐ 4. Over 10,000

20. Describe the college last attended prior to UT Austin.

- ☐ 1. Public junior college
- ☐ 2. Private junior college
- ☐ 3. 4-year public college
- ☐ 4. 4-year private college
- ☐ 5. Other. Please specify: _____

21. Was the college you last attended prior to UT Austin:

- ☐ 1. in state
- ☐ 2. out of state

22. Cumulative Grade Point Average at the college last attended prior to UT Austin (on a 4-point scale).

- ☐ 1. no GPA
- ☐ 2. below 2.00
- ☐ 3. 2.00 - 2.49
- ☐ 4. 2.50 - 2.99
- ☐ 5. 3.00 - 3.49
- ☐ 6. 3.50 - 4.00

23. Rate the information you received at your previous college concerning UT Austin. (Circle one number).

Very Poor	1	2	3	4	5	Excellent
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24. How fair is your previous college grade point average as a reflection of your academic work? (Circle one number)

Very unfair	1	2	3	4	5	Very fair
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25. Rate your transition to the University of Texas at Austin. (Circle one number)

Difficult	1	2	3	4	5	Easy
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26. When was your decision made to enter UT Austin?

- ☐ 1. Grade school
- ☐ 2. 9th or 10th grade
- ☐ 3. 11th or 12th grade
- ☐ 4. First year college
- ☐ 5. Second year college
- ☐ 6. Other. Please specify: _____

27. What factors most influenced your choice of UT Austin? (Mark as many as apply.)

- ☐ Inexpensive
- ☐ Close to home
- ☐ Friends attending here
- ☐ General academic reputation
- ☐ Special strength in intended major field
- ☐ Good scholarship offer
- ☐ General impression of campus and students
- ☐ Family attended
- ☐ Other. Please specify: _____

28. Describe your entrance to UT Austin.

- ☐ 1. Entered UT Austin directly from another college or university.
- ☐ 2. Delayed entrance to UT Austin after attending previous college, primarily due to working.
- ☐ 3. Delayed entrance to UT Austin after attending previous college, primarily due to marriage.
- ☐ 4. Delayed entrance to UT Austin after attending previous college, primarily due to military service.
- ☐ 5. Delayed entrance to UT Austin after attending previous college, primarily due to the following special reason not listed above: _____

29. Time between leaving last college prior to UT Austin and entry into UT Austin.

- ☐ 1. 0-1 months
- ☐ 2. 2-4 months
- ☐ 3. 5-8 months
- ☐ 4. 9-12 months
- ☐ 5. 16 or more months

30. Number your main sources of support while attending UT Austin. (Use "1" for most important; "2" for next most important; "3" for next, etc.)

- ☐ Family
- ☐ Employment
- ☐ Scholarship or grant
- ☐ Loan
- ☐ Own Savings
- ☐ Other. Please specify: _____

31. How many courses from your previous college work were not accepted for transfer to UT Austin?

- ☐ 1. All courses were accepted
- ☐ 2. 1-3 courses were not accepted
- ☐ 3. 4-6 courses were not accepted
- ☐ 4. 7-9 courses were not accepted
- ☐ 5. 10 or more courses were not accepted

32. What GPA do you expect to earn at UT Austin (on a 4-point scale)?

- ☐ 1. below 2.00
- ☐ 2. 2.00 - 2.49
- ☐ 3. 2.50 - 2.99
- ☐ 4. 3.00 - 3.49
- ☐ 5. 3.50 - 4.00

33. How effective are the study techniques which you used at your previous college in coping with your studies at UT Austin? (Circle one number)

Very Ineffective 1 2 3 4 5 Very Effective

Rate the difficulty of coping with each of the following aspects of your studies at UT Austin as compared with your previous college, using the boxes to the right of each item. Mark only one box per item.

	Much more difficult at UT Austin	1	2	3	4	5	Much easier at UT Austin
34. Quantity of reading assignments _____							
35. Depth of comprehension expected from reading assignments. _____							
36. Independence and responsibility expected in pacing and completion of study assignments. _____							
37. Self-assertion and interaction with instructor and/or other students. _____							
38. Exams _____							
39. Written reports and term papers _____							
40. Time scheduling, organization, and concentration _____							

Did you take college coursework in each of the following areas prior to UT Austin?

Rate how well prepared you feel to handle work in each area here at UT Austin, using the boxes below:

	Yes	No		Very Unprepared	1	2	3	4	5	Well Prepared
41.			English							
42.			Math							
43.			Social Sciences							
44.			Natural Sciences							
45.			Languages							
46.			Fine Arts							

The following is a list of problems which students often face while attending UT Austin. Indicate the degree to which the problem is of concern to you, using the boxes to the right of each item. Mark only one box per item.

	Not a problem	1	2	3	4	5	A very important concern
48. Low grades, lack of concentration, "freezing up" on exams, etc. _____							
49. Low academic stimulation - boring subject matter, dull classes, etc. _____							
50. Inadequate assistance and impersonal treatment from university staff and faculty. _____							
51. Difficulty in adjusting to the size of UT Austin and life in the Austin community. _____							
52. Social isolation - unsatisfactory social life, loneliness, etc. _____							
53. Career uncertainty _____							
54. Marital-engagement problems _____							
55. Employment - financial problems _____							
56. Social activities and other interests taking too much time. _____							

Rate each of the following items using the boxes to the right of each item. Mark only one box per item.

	Very poor	1	2	3	4	5	Excellent
57. The quality of instruction at UT Austin _____							
58. Academic advising at UT Austin _____							
59. Faculty attitudes toward questions asked by students at UT Austin _____							
60. Faculty attitudes toward requests for conferences at UT Austin _____							
61. The quality of your friendships and social life at UT Austin _____							
62. Extracurricular activities at UT Austin _____							
63. Personal counseling at UT Austin _____							

64. How fair is your grade point at UT Austin as a reflection of your work? _____	Very unfair	1	2	3	4	5	Very fair
65. How do you feel that you compare with other transfer students attending UT Austin? _____	Not as prepared	1	2	3	4	5	Better prepared
66. How do you feel that you compare with students who entered UT Austin as freshman? _____	Not as prepared	1	2	3	4	5	Better prepared
67. How sure are you of your choice of major? _____	Very unsure	1	2	3	4	5	Very sure
68. How sure are you that UT Austin is the place for you? _____	Very unsure	1	2	3	4	5	Very sure

69. If you were beginning again, which of the following would you do?

_____ 1. Come to UT Austin first

_____ 2. Go to another college first, then transfer to UT Austin later

_____ 3. Not come to UT Austin at all

Please use the self-addressed envelope to return this form. Just drop it in any campus mail box (not U.S. Mail). Thank you for your participation.

THE UNIVERSITY OF TEXAS AT AUSTIN
MEASUREMENT AND EVALUATION CENTER
2616 Wichita Street

Centrex 471-3032
PAX 3500

MEMORANDUM

TO: Undergraduate transfer students

DATE: April 11, 1975

FROM: H. Paul Kelley

SUBJECT: Transfer Student Study

Last year you responded to a questionnaire from us concerning your transfer to U.T. Austin. The questionnaire you completed then has already provided useful information to campus administrators on how the campus first appears to new transfer students. Now, in order to be of most help to transfer students, we also need to know how your experiences at U.T. Austin have worked out.

Specifically, we are asking you to complete the enclosed questionnaire. We know that it appears long, but we hope that you will resist the temptation to lay it aside. Actually, it should take only about 5 minutes to complete, and your responses when combined with those from many other transfer students will help a planning committee formulate useful programs for students like yourself.

Your name and social security number will be used only to link up the information on this questionnaire with the other information you have already given us. All the information we receive from you will be kept confidential. Our reports will present only summaries of the responses we receive; individual responses will be kept anonymous.

It is important for us to know what U.T. Austin has been like for you. Your responses will help us identify problem areas and find ways to make university life better for transfer students.

HPK:cw

Enclosure

H. Paul Kelley

-38-
The University of Texas at Austin
TRANSFER STUDENT QUESTIONNAIRE

1. Name _____

2. Social Security Number _____

3. How effective are the study techniques which you used at your previous college in coping with your studies at U.T. Austin? (Circle one number)

Very Ineffective 1 2 3 4 5 Very Effective

Rate the difficulty of coping with each of the following aspects of your studies at U.T. Austin using the boxes to the right of each item. Mark only one box per item.

	Very Difficult	1	2	3	4	5	Very Easy
4. Quantity of reading assignments. _____							
5. Depth of comprehension expected from reading assignments. _____							
6. Independence and responsibility expected in pacing and completion of study assignments. _____							
7. Self-assertion and interaction with instructor and/or other students. _____							
8. Exams _____							
9. Written reports and term papers. _____							
10. Time scheduling, organization, and concentration _____							

Rate how difficult the work is in each area here at U.T. Austin, using the boxes below:

	Very Difficult	1	2	3	4	5	Very Easy
11. English _____							
12. Math _____							
13. Social Sciences _____							
14. Natural Sciences _____							
15. Languages _____							
16. Fine Arts _____							
17. Technologies _____							

18. How difficult have your studies at U.T. Austin been compared with your expectations when you first came here? Much more difficult than expected 1 2 3 4 5 Much easier than expected
19. How good has your social life at U.T. Austin been compared with your expectations when you first came here? Much worse than expected 1 2 3 4 5 Much better than expected
20. How active a social life have you led? Very inactive 1 2 3 4 5 Very active
21. How many campus organizations do you belong to?
- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4 or more

The following is a list of problems which students often face while attending UT Austin. Indicate the degree to which the problem is of concern to you, using the boxes to the right of each item. Mark only one box per item.

	Not a problem	1	2	3	4	5	A very important concern
22. Low grades, lack of concentration, "freezing up" on exams, etc. _____							
23. Low academic stimulation - boring subject matter, dull classes, etc. _____							
24. Inadequate assistance and impersonal treatment from university staff and faculty. _____							
25. Difficulty in adjusting to the size of UT Austin and life in the Austin community. _____							
26. Social isolation - unsatisfactory social life, loneliness, etc. _____							
27. Career uncertainty _____							
28. Marital-engagement problems _____							
29. Employment - financial problems _____							
30. Social activities and other interests taking too much time. _____							

Rate each of the following items using the boxes to the right of each item. Mark only one box per item.

	Very poor	1	2	3	4	5	Excellent
30. The quality of instruction at UT Austin _____							
31. Academic advising at UT Austin _____							
32. Faculty attitudes toward questions asked by students at UT Austin _____							
33. Faculty attitudes toward requests for conferences at UT Austin _____							
34. The quality of your friendships and social life at UT Austin _____							
35. Extracurricular activities at UT Austin _____							
36. Personal counseling at UT Austin _____							

37. How fair is your grade point at UT Austin as a reflection of your work? _____	Very unfair	1	2	3	4	5	Very fair
38. How do you feel that you compare with other transfer students attending UT Austin? _____	Not as prepared	1	2	3	4	5	Better prepared
39. How do you feel that you compare with students who entered UT Austin as freshman? _____	Not as prepared	1	2	3	4	5	Better prepared
40. How sure are you of your choice of major? _____	Very unsure	1	2	3	4	5	Very sure
41. How sure are you that UT Austin is the place for you? _____	Very unsure	1	2	3	4	5	Very sure

42. If you were beginning again, which of the following would you do?

_____ 1. Come to UT Austin first

_____ 2. Go to another college first, then transfer to UT Austin later

_____ 3. Not come to UT Austin at all

Please use the self-addressed envelope to return this form. Just drop it in any campus mail box (not U.S. Mail). Thank you for your participation.